

YEAR 1 CURRICULUM MAP

		Autumn – Change (S)	Spring – Cold climates	Summer – Space
Reading	Word reading	Phonic programme - Letters and Sounds Phase 3 to 6		
	Comprehension	Texts include : poetry, key stories, traditional stories, fairy stories and non fiction (NC p 21)		
Writing	Transcription	Phonics / Spelling programme (NC Appendix 1)		
	Composition	Short narratives (NC p 24)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion		
Science		Seasonal Change Observe changes in the seasons. Describe weather & how the day length varies Why does it get darker earlier in winter?		
		Animals including humans Identify & name common animals(fish, amphibians, reptiles, birds and mammals) Identify & name common omnivores, carnivores and herbivores. Describe and compare the structure of common animals Identify, name, label and draw parts of the human body & the sense associated. Nocturnal animals -'Owl who was afraid of the dark' Why are humans not like tigers?	Materials Distinguish between objects and materials Identify & Name common materials Describe simple properties Compare & classify materials according to a range of physical properties. Which materials should the Three Little Pigs have used to build their house? Seasonal Change Observe changes in the seasons Describe weather & how How do the seasons impact on what we do?	Plants Identify plants Name plant parts, including trees Structure of plants, including roots, stem, flower etc. Which birds and plants would we find in our park?
Computing		Use Beebot / Scratch to move an animal and give information about them.	Use Softease Branch to create a Key of materials	Use Easi-Speak to record thoughts on an event such as Moon Landing from Neil Armstrong's perspective.
History		Event beyond living memory. Significant historical events, people and places in their own locality Queen's coronation What was it like when the Queen came to the throne in 1953? Link to our area. Role of the Queen, British Empire Changes in time: toys, transport, clothing.	Changes within in living memory Focus on how this led to a change in National Life Who was famous when mum and dad were little? What has changed since my grandparents were young? Would the Beatles have won X Factor?	Life of a significant historical figure, including comparison of those from different periods. Neil Armstrong & Christopher Columbus
Geography		Name & locate the 4 countries and capital cities of the UK using atlases and globes. Use 4 compass directions and simple vocab. Where do the leaves go in winter?	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to local and familiar features People who live in hot and cold	

		<p>countries. Physical features of cold places. Why can't a meerkat live in the North Pole?</p>	
D.T.	<p>Control -produce a moving picture e.g. page for a class book about ourselves To incorporate a lever or slider</p>	<p>Cooking and nutrition Use the basic principles of a healthy diet to prepare a winter dish. Understand where food comes from. Structure Explore how the structure can be made stronger, stiffer and more stable. Build a bridge using only paper – to design and build to hold 1kg weight.</p>	<p>Mechanism - make a Moon Buggy To incorporate wheels and axles.</p> <p>To make a bird table / feeder to attract birds to the school grounds.</p>
Art and Design	<p>Printing Print with sponges, vegetables and fruit. Print on paper and textile. Design their own printing block Create a repeating pattern Look at the work of William Morris and create a repeating pattern using the leaves they have found.</p>	<p>Painting Name the colours they use including shades. Create mood in their paintings. Use thick and thin brushes Name the primary and secondary colours. Mix paint to create a 'cold' painting.</p> <p>Create a self- portrait of themselves in the style of Picasso.</p>	<p>Collage Cut and tear the paper and card for their collage. Gather and sort the materials they will need. Drawing To draw lines of different thickness and shape using 2 different grades of pencil. Draw using pencils and crayons.</p>
	<p>Knowledge of Art Describe what they see and like in the work of another artist. Ask sensible questions about a piece of art</p>		
Music	<p>Exploring Sounds Children explore ways of using their voices expressively. They develop skills of singing while performing actions and create an expressive story.</p> <p>Children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p>Exploring Beat Children develop a sense of steady beat through using movement, body percussion and instruments.</p> <p>Exploring Pitch Children develop an understanding of pitch through using movement, voice and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p>	<p>Exploring Beat Children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes in tempo.</p> <p>Children develop an understanding of metre - groupings of steady beat - through counting, body percussion and reading scores.</p> <p>Exploring Pitch Children develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.</p> <p>Exploring Sounds Children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.</p>	<p>Exploring Sounds Children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>Exploring Beat Children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>Exploring Performance Children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Exploring Pitch Children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
	<p>Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' - integration on curriculum delivery. (Durham Music Service)</p>		
P.E.	<p>Games Piggy in the Middle Ten Point Hoops Gymnastics Making Shapes</p>	<p>Games Rolla Ball Three Touch Ball Dance Themes and Dreams Gymnastics Families of Actions Unit 2 Tasks 1 and 2</p>	<p>Games Beanbag Throw Mini Tennis 1 Kick Rounders Athletics Furthest Five, Take Aim and Pass the Baton OAA</p>

			Shipwrecked Gone Fishing
R.E.	<p>Introducing the Bible Creation Story Noah Harvest – Christian & Jewish (Sukkoth) Christmas - Why do Christians see Jesus as a special baby?</p> <p>Special books: Bible, Quran, Torah. How are these books treated? Stories. Christmas – giving and receiving. Wise Men What did God give to the World?</p> <p>How do Jewish people express their beliefs in home life? Shabbat</p> <p>Christmas – why is it a festival of light?</p>	<p>What does it mean to belong in Christianity? Belonging to different groups. Christian baptism and other special times. Promises and commitment. How Christians celebrate in church. Easter Story</p> <p>Who is Jesus and why is he special to Christians? Jesus is caring Jesus as a teacher. Jesus as a miracle worker. Jesus as a healer. Christian Easter story</p> <p>Special places, special people. Cuthbert. What can we learn from visiting a Church? How do Christians celebrate Easter.</p>	<p>Why did Jesus tell stories? Bible stories – The Lost Sheep, The Two Houses, Feeding of the 5000, Zaccheus, The Good Samaritan, The Paralysed Man.</p> <p>How is the Buddha special to Buddhists? What can we find out about the Buddha? Buddhist stories.</p> <p>How do Buddhists express their beliefs in practice? How do Buddhists worship?</p>
3 year cycle – Year A – Blue, Year B – Green, Year C - Red			

Extra Curricular / Additional Activities	<p>Book Week – Book Character day Language Hunt Harvest Festival DT afternoon with parents Nativity Performance Christmas celebrations</p>	<p>Family Assembly Anti-Bullying Assembly Chinese New Year celebrations Skipping Workshop Big Switch Off Day</p>	<p>PE Coach – Dance, Judo Sponsored Toddle Summer Concerts Sport’s Day Healthy School Focus - Assemblies</p>
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